

DOCUMENT RESUME

ED 147 607

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CE 014 047

TITLE Native Am erican Career Education Unit. The Career Fair.

INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE [77]

NOTE 52p.; For related documents see CE 014 033-047

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.

DESCRIPTORS *American Indians; Art Activities; *Career Education; Cultural Education; Curriculum Guides; Decision Making Skills; Educational Objectives; Ethnic Groups; *Expositions; Fused Curriculum; Group Activities; Instructional Materials; Junior High Schools; *Learning Activities; Occupational Information; *Program Planning; Resource Materials; Secondary Education; *Skill Development; Student Evaluation

ABSTRACT

One of the twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students review and apply the knowledge which they have gained in the preceding eleven units. In three activities students consider and discuss general concepts dealt with in previous units, do research on careers that interest them, and prepare and give a career fair. Components involved in planning, preparing, conducting, and evaluating a career fair include individual and group research, group planning, decision making, and cooperation, use of individual artistic, literary, and other skills in creating exhibits on particular jobs, and student evaluation of their work through observations and a questionnaire completed by visitors. Related subject areas are English/language arts, arts and crafts, and library skills. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available.) (TA)

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THE CAREER FAIR

Native American Career Education Unit

U.S. DEPARTMENT OF HEALTH,
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Parts of this unit based on "Career Fair" by Pauline Ross
(Module 3F-1 in the series prepared by the American Institutes
for Research Consortium for Career Education Development)

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CE 014 047

Developed and disseminated pursuant to a contract from the
U.S. Office of Education under Part I- Curriculum Development
In Vocational and Technical Education, Vocational Education
Amendments of 1968, Public Law 90-576

by

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This document is one of a series of teaching/learning units
dealing with Native American Career Education. The titles
of all individually available documents in this series
appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1) bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communities differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

The Career Fair can be a culminating activity for the individual student who has been involved in the Native American Career Education program as well as an information source for the community his school serves.

By using the Career Fair unit, Indian students will have a chance to participate in the process of putting on a career fair and utilizing their knowledge and skills to find out about the career opportunities that await them in various professions.

Whether it be just for the class or for the community, a Career Fair will explain different careers that may stimulate the prospective career-oriented student!

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The project staff would like to express its gratitude to the following people and institutions for their assistance in testing and revising program materials: Bill and Carolyn Raymond of the National Indian Training and Research Center, Tempe, Arizona; Peggy Bowen of McDermitt Combined School, McDermitt, Nevada; Madlynn Pyeatt, Oakland Technical High School, Oakland, California; Paul Chilgren, Ganado Junior High School, Ganado, Arizona; Dr. Charles Herger and Pam Trotter of the Window Rock School System, Window Rock, Arizona; Art White, Phoenix Indian High School, Phoenix, Arizona; and all those who taught, learned from, or commented on the Native American Career Education materials.

Contents

This book includes all information and student materials needed for the unit, "The Career Fair."

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An Overview Of The Unit

General Purpose

The Career Fair is one of twelve units in the Native American Career Education program. The general purpose of this unit is to help Native American students review and apply what they have learned in this Program by answering questions about what they have learned and by putting on a Career Fair.

Introduce Students to Goals and Objectives

In this unit, there are three activities. Each activity has a specific goal and a specific objective. These are as follows:

Activity 1. *What Have We Learned?*

GOAL: To help students review what they have learned from the experience of working on the Native American Career Education Program

OBJECTIVE: Students will read, discuss, and answer questions designed to help them review what they have gained from this Program.

Activity 2. *Planning a Career Fair*

GOAL: To encourage students to do independent research into careers that interest them and to apply their skills in group cooperation and planning

OBJECTIVE: Students will select jobs and describe their specifications, and will construct displays based on those job specifications

Activity 3. *The Career Fair*

GOAL: To encourage students to use the information they have gathered and to apply their group interaction skills in preparing and giving a Career Fair

✱ OBJECTIVE: Students will put on a Career Fair and will evaluate their work.

Summary

This unit is designed to be a review, both reflective (through answering questions) and active (through applying skills, i.e., holding a Career Fair), of the material in all the other units of the Native American Career Education program. Therefore, if at all possible, it should be used after the other units are completed.

As an introductory activity, students will review their work on previous units by answering questions. The emphasis here is not on the number of facts they have or have not learned but on the mental and emotional impact which the program has had on them. Some questions are intended for discussion in the workgroups; others are to be answered individually by students in writing.

In the remainder of the unit, students will work together in small groups to gather information and produce displays which illustrate facts about a job (or closely related group of jobs) chosen by each group. Students will do research to find out the nature of the work, the hours, the earnings, and so on for the job they choose. They will then design and assemble some kind of display which illustrates the information they have gathered. The displays will be shown to other students, the public, etc., at a Career Fair, which students will also plan for and host.

In preparing and making the displays, students will be involved in many different kinds of activities designed to review material and concepts they have learned earlier in this Program. In addition to reviewing career content material in terms of jobs, educational requirements, and so on, they will have a chance to apply research skills and also to apply group interaction skills of planning, cooperation, division of labor, etc.

During preparation of the displays and planning for the Career Fair, the teacher should act as coordinator and guide. Students may need help locating materials for making their displays (wood, cardboard, or whatever) or information to be put in the displays. If possible, appropriate books, career pamphlets, etc., should be available in the classroom itself. Otherwise the teacher should be able to make suggestions about where this material might be found.

After the Fair, students will have a chance to read evaluations done on questionnaires by visitors to the Career Fair. They will also have an opportunity to evaluate and suggest improvements in their own work.

All units in the Native American Career Education program should be tailored to meet the needs and interests of the individual students in your class. There are many questions, therefore, that you will have to answer yourself. Should the students always work in small groups? Are there times when the students would benefit more from an activity by working alone? Should certain exercises be given to the class as homework assignments or as activities in the classroom, in the school library, or outside of school? How much supervision do the students require? In answering these questions and others like them, be flexible. Shape the unit so that it best suits you, your students, and the amount of time which is available.

This unit should take between one and two weeks of class time. However, time will vary widely depending on the abilities of your students and on the degree of elaborateness of the Career Fair you decide to hold and the displays you decide to make.

Teacher's Note

At various points in the instructions you will find recommended questions for discussion. It is not essential that responses to these questions be elicited from the class. With students who are not used to responding verbally, trying to get a general class discussion going may be more frustrating than useful. There are a number of alternative approaches.

The simplest of these is just to talk about the questions, their implications, and some possible answers, in a general way--an informal lecture, in fact. When time allows, you may ask students to discuss questions with their workgroups, or you could put them on the board and have students respond in writing.

Materials

Materials needed for the Career Fair displays will depend on what is available to you and what kind of displays you choose to have. Here are some materials likely to be useful:

- wood for booths
- hammers and nails (if wood is used)
- large sheets of cardboard, poster board, construction paper, etc.
- scissors
- glue
- colored construction paper; white poster paper or shelf paper
- paints, colored pencils, etc.
- old magazines (for pictures)

You will also need a selection of career books, pamphlets, etc., for students' research into jobs.

Introducing The Unit In Class

Since this unit is intended to be a review unit, chances are that you have already used other units in the Native American Career Education program. If so, you probably will have discussed the Nez poem and the What Native American Career Education Is All About section. In that case, go now to Introducing the Book on page 6 in this Guide.

If not (for instance, if you are doing the Career Fair as a separate project), begin with the suggestions below.

Reading the Poem

Read the poem by David Martin Nez (p. 8 in this Guide). You may want to reproduce it and pass out copies to the class, or letter it on poster board and display it.

Afterwards, encourage the students to discuss what they think the poem is saying. Explain that the poem is saying: 1) that it is important to learn what other cultures have to offer; and 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

When students have finished discussing the Nez poem, write the words *Native American Career Education* on the blackboard. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved. Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different careers? Are there any careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think that career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How might this type of education play an important part in your life? What kinds of things do you think you need to learn about careers?

Next, pass out copies of the brief section called, "What Native American Career Education Is All About" (p. 9 in this Guide) and ask the class to read this section silently, or you can read it to them. Afterwards, ask the students to discuss and expand on the material. Focus student attention on certain key ideas by repeating some of the earlier discussion questions. Ask, "How can Native American Career Education play an important part in your life? What kinds of things do you think you need to learn about careers?"

Introducing the Book

Pass out copies of "What This Book Is About" (pp. 10-11 in this Guide) and ask students to read it silently, or you can read it to them. When students have been exposed to the material, ask them to discuss and expand on it.

During the discussion, explain that this unit is mostly about planning and putting on a Career Fair and making displays for it. Each display will be created by one work group and will focus on one job (or a group of closely related jobs) about which students will research information. During the unit, students will also have a chance to think about what they have learned in the rest of the Program and how they can apply it to the project of the Career Fair and to their future lives.

As you review the content of "What This Book Is All About," you should also include the following four ideas:

1. In the student book, there are some exercises which contain questions. By finding the answers to these questions, students will be able to review their experiences in the Program and to find out what information to include in their displays for the Career Fair.
2. Although you will be advising them on availability of materials and time, where to find information and so on, the important decisions about the Fair and their displays will be made by them. It is *their* Fair, not yours.
3. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves, and, second, small group work will expose the students to the kind of group situations which they will experience on most jobs.
4. Each student should have a notebook to keep together the paper-work he or she does throughout the program. If any students have not already done so, ask them to get notebooks as soon as possible.

Review

Before beginning Activity 1, review what you have done so far in class. If you have introduced the unit successfully, the students should be able to supply a general answer for each of the following questions:

1. What does Native American Career Education mean?
2. What is the unit *The Career Fair* going to be about?
3. What will they be expected to do during this unit?

These lines are taken from the poem "New Way, Old Way," published by The Writers' Reader, 1964, copyright 1969. Used by permission of the author, a former student at the Institute of American Indian Arts, Santa Fe, New Mexico, a Bureau of Indian Affairs school.

We shall learn all these devices

The white man has.

We shall handle his tools

For ourselves.

We shall master his machinery,

his inventions,

his skills,

his medicine,

his planning;

But we'll retain our beauty

And still be Indian.

David Martin Nez

What Native American Career Education Is All About

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HELP WANTED

Accountant

JR. COST ACCOUNTANT

If you have at least 1 yr. of recent local experience in cost accounting systems, please send resume with salary history to Carole Delgado, CALIFORNIA CANNERS & GROWERS, 3100 Ferry Bldg., San Francisco 94106.

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employer

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leg. bag
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All over the country, Indian students, parents, and communities are asking, "Where can we find good jobs?" For too long, too many Indians have ended up with poor jobs or no jobs at all. Career education is one way to change this.

Planning for a career should begin long before you actually start working. But what kinds of jobs are there? What are different jobs like? How do different jobs relate to each other? How do you find out which job would be best for you? Career education is one way to find the answers to questions like these.

The Native American Career Education program has been written especially for Indian students. Indians from many tribes have helped plan, write, and test this program to make it as useful as possible to you. Some of the activities may seem like games. That's because we think learning can be fun. Sometimes even work is fun!

Good luck!

What This Book Is About

What is a Career Fair?

How do you set up displays
for a Career Fair?



In this Unit you will learn the answers to these questions. You will not only find out what a Career Fair is; you will have a chance to prepare and put on a Career Fair yourselves. It may be something you do just within your class, or it may be a big event to which the whole school and even the community will come.

By putting on a Career Fair, you will get a chance to learn more about a particular career that interests you--what people do in that career, what working conditions they have, how much money they make, and so on. You will do reading and other research to learn about the career you choose.

You will also have a chance to practice your skills in working with a group. Your group will plan a display for the Fair together. Then it will divide up the work to make the display.

Finally, your whole class will put on the Fair. Later you will get a chance to find out what visitors to the Fair thought of your work.

Since this is the last unit in the Native American Career Education Program, you will also be given a chance to think about what the whole program has meant to you and what you have learned during it. You will be given questions to help you do this.



Activity 1.

What Have We Learned?

GOAL: To help students review what they have learned from the experience of working on the Native American Career Education program

OBJECTIVE: Students will read, discuss, and answer questions designed to help them review what they have gained from this program

WHAT STUDENTS WILL BE ASKED TO DO

- Read questions concerning the program as a whole
- Discuss some questions in their workgroups
- Write answers to some questions individually

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one copy per student of the following materials:

Exercise 1. Discussing: What Did We Learn? (pp. 15-16 in this Guide)
Exercise 2. Writing: What Have I Learned? (pp. 18-19)

PROCEDURE*

This Activity is the final "reflective" activity in this program. Just as the later Career Fair activities are designed to make students apply what they have learned, so this activity is designed to make students think about what they have learned.

*The ideas in this Guide are intended only as suggestions. Feel free to adapt them to fit your needs and resources and those of your students.

When presenting these questions to students, emphasize that they are not intended as a review of the content of the program. They have no "right" answers. Although students may find it useful to refresh their memories of the program by looking back through their notebooks, the answers to the questions will not be found there. The answers must come from the individual student and his or her personal experience with the program.

If your students have not been through the whole Native American Career Education program, you should probably skip part or all of this Activity. Read through the Activity and decide whether or not it is appropriate for your students.

Exercise 1. Discussing: What Did We Learn?

To begin, point out that students have been at work on the Native American Career Education program for a long time now. They have read a lot of words, answered a lot of questions, played a lot of games. But what has it all meant to them? Ask them to start thinking about what things they remember best; what activities they enjoyed most; what activities taught them the most.

Tell students that in this exercise, they will discuss in their workgroups a number of questions which are designed to help them think about what they have learned in this program. The idea is not to see how many facts they have memorized, but for them to focus on the things that have been really important to them and will "stay with them" long after the program is over. They may look back over their notebooks during the discussion if they want to, but the answers to the questions do not lie in these. Rather, they lie in the students' own minds and feelings.

When you are ready to have students begin the exercise, have them seat themselves in their workgroups. Then pass out copies of the questions for Exercise 1 (pp. 15-16 in this Guide), or write the questions on the board. Give students a few minutes to read over the questions and ask you for clarifications if necessary. Then tell students to begin discussing the questions in their groups. Tell students to choose someone from each group to write down the group's answers.

You should allow at least twenty or twenty-five minutes for the discussion; even a whole class period might not be too much. If you wish, open the questions to full class discussion after the groups have discussed them.

Since these questions are not meant to be a factual content review, sample answers are not appropriate. Most of the questions concern basic concepts which are repeated in several units. However, for your convenience in leading discussion, the unit(s) most closely related to each question in this exercise are noted below.

ACTIVITY 1
TEACHER SUGGESTIONS

- Question 1. The Community in Transition, Putting It All Together
- Question 2. The Community in Transition, most other units
- Question 3. The Community, most other units
- Question 4. The Community, The Community in Transition, many other units
- Question 5. Part of the Whole World, The Community, Working for the People
- Question 6. Living with the Land
- Question 7. The Community, Living with the Land, Working for the People
- Question 8. Working for the People
- Question 9. Putting Your Money to Work
- Question 10. Living with the Land
- Question 11. The Community, The Community in Transition
- Question 12. Cooperation, From Idea to Product, Putting It All Together
- Question 13. Planning
- Question 14. From Idea to Product, Putting It All Together
- Question 15. Putting It All Together, Getting Ready for Jobs
- Question 16. Getting Ready for Jobs

EXERCISE 1. DISCUSSING: WHAT DID WE LEARN?

1. What have we learned about basic human needs?
2. What have we learned about our tribe's way of life in the past?
3. What have we learned about our tribe's way of life today?
4. What have we learned about our tribe's values? What have we learned about changes in those values?
5. What have we learned about the way our tribe or tribes are related to other people and groups in the community? in the state? in the country? in the world?
6. What have we learned about the resources of our tribe(s)?
What have we learned about managing those resources?
7. What have we learned about problems our tribe or tribes face?
8. What have we learned about government in our tribe(s)? in the state?
in the country?

9. What have we learned about managing money?
10. What have we learned about taking care of our environment?
11. What have we learned about our community?
12. What have we learned about the way people work together?
13. What have we learned about planning?
14. What have we learned about making products? about the ways people work together or cooperate in making products?
15. What have we learned about different careers? How can careers be grouped or divided up? How did we learn about careers (by reading, by visiting people or what)?
16. What did we learn about getting ready for careers? What are some of the kinds of training a person can get for a career? What are some kinds of places one can look for listings of jobs and information about jobs?

Exercise 2. Writing: What Have I Learned?

After students have finished discussing the group questions, pass out the questions which are to be answered individually in this exercise (pp. 18-19 in this Guide), or write the questions on the board. Go over the questions with students to make sure they understand them, and instruct them to answer the questions in writing. You might make this a homework assignment, or else allow at least twenty minutes of class time for it. If you wish, discuss the answers with students individually, and/or have a follow-up class discussion.

Answers or even unit references are inappropriate for these questions. Interests, aptitudes, and values are explicitly discussed in "Putting It All Together," and job training and career decisions in "Getting Ready for Jobs," and there is special emphasis on group cooperation in "Cooperation" and "Putting It All Together;" however, it is to be hoped that students have been exposed to material and experiences related to all these questions throughout the program.

EXERCISE 3. WRITING: WHAT HAVE I LEARNED?

In the last exercise, you answered some questions as part of a group. In this exercise there are some more questions just for *you*, alone.

Read the questions on this page and the next. Think about them for a little while. Then write down your answers on a separate sheet of paper. Write a paragraph or so for each question--or more, if you want to.

1. What have I learned about myself in this program? What have I learned about my values? my feelings?
2. What have I learned about my interests? my abilities? What have I learned about careers which might relate to my special talents and needs?
3. What have I learned about the way I work with people?
4. What have I learned about myself as I might be in the future--say, ten or fifteen years from now? What job might I be doing? What training might I have had by then? What problems might I face?

5. What did I especially like about this Program? What did I especially *not* like?

6. What thing did I learn in this Program that was most important to *me*?



Activity 2.

Planning A Career Fair

GOAL: To encourage students to do independent research into careers that interest them and to apply their skills in group cooperation and planning

OBJECTIVE: Students will select jobs and describe job specifications, and will construct displays based on those job specifications

WHAT STUDENTS WILL BE ASKED TO DO

- Make general plans for a Career Fair as a class
- Choose jobs that interest them and do research to learn the tasks involved in them, the hours, the salary, etc.
- Work in groups to plan displays for the Career Fair, including materials, layout of information, etc.
- Prepare the displays for which they have planned.

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one copy per student of each of the following:

Exercise 2. Getting Information (pp. 25-28 in this Guide)

Exercise 3. Planning Your Display (pp. 30-32)

Before you begin the Career Fair activities, decide how big a Fair you can have. Find out, if you don't know, what materials are available; consult with other teachers, the principal etc. about whether other classes or the school in general wish to be involved in the Fair, what facilities are available, what times might be good, and so on. Once you have obtained this information, you can guide your students in an overall Career Fair plan which is practical.

At or near the beginning of these activities you should also assemble materials which will be directly or indirectly useful to students in their research into careers, i.e., career pamphlets, books, old magazines which might contain pictures of people at work, and so on. Information on the following subjects, if obtainable, might also be useful: inventions and machines, unions, lobbying, associations, trade journals, special clothing, special equipment and tools.

Finally, begin as soon as possible to collect material for booths, etc., as described below.

MATERIALS YOU WILL NEED

Materials will vary widely depending on what is available, how large a Career Fair is planned, etc. Some likely ones include:

- *wood for booths
- *hammer and nails if wood is used
- *large sheets of cardboard, poster board, construction paper, etc.
- *scissors
- *glue
- *colored construction paper; white poster paper or shelf paper
- *paints, colored pencils, etc.
- *old magazines (for pictures)
- *If possible, a large selection of career books and pamphlets, articles about careers, etc., for students' research (or information about where such materials are located).

PROCEDURE

The Career Fair, which students will plan in this Activity and hold and evaluate in the next, is designed to be the culminating activity in this program. In addition to causing students to focus on and do independent research into careers that interest them, it also gives students a chance to apply the group interaction skills which have been brought up in earlier units: cooperation, division of labor, group planning and decision-making, evaluation, etc. It thus should serve as both a review of and an extension of the bulk of the material covered in this program. It also, hopefully, should be an activity which is exciting, educational and engrossing in itself.

The magnitude of the Career Fair will, of course, depend considerably on your circumstances: the amount of materials you have available, the amount of time you have, the skills and interest of your students, the cooperation of school officials and so on. At its largest, such a Fair might be something to which the entire school and interested members of the community would be invited. It might be held, say, on the school lawn or in the school gymnasium on a couple of days after school or on the weekend. Several classes could prepare the displays, which might include real wooden "fair booths" which students construct themselves.

On the other hand, a Career Fair does not have to be nearly so elaborate if time, materials and other resources are limited. It could be a strictly within-class affair, in which class members would look at one another's displays during a set-aside class period. Displays could be constructed from a limited quantity of cardboard, construction paper, etc., or they could simply be written reports, perhaps illustrated with student-drawn pictures or pictures cut from magazines. The value of the preparation and construction of the Fair does not depend on its elaborateness.

Some of the following material might be useful if you can obtain it:

- Handbook of Job Facts. Chicago: Science Research Associates, 1970.
- Occupational Exploration Briefs. Chicago: Science Research Associates, 1970.
- Senesh, Lawrence. Our Working World. Series of books, slides and tapes. Chicago: Science Research Associates, 1963.
- Workers We Know: Programmed Work Awareness Kit, Level B. Moravia, N.Y.: Chronicle Guidance Publications, 1970.
- World of Work. Filmstrip Series. Detroit: Educraft, Inc., 1967.

You may obtain additional information from the State Department of Human Resources Development or the Department of Labor (their addresses and phone numbers will be listed in the phone book for a large city or through the Federal Information Center).

Exercise 1. Planning a Career Fair

Begin by asking students if any of them have been to a county fair or anything similar. If they have, ask the students to describe the fair--what sort of things they saw, what they did, how they felt, and so on. Bring out that one of the things that usually happens at a fair is that people bring samples of their best work--quilts, livestock they have raised, foods they have prepared, etc.,--for other people to see and admire, or even to compete for a prize.

Tell students that they are going to prepare and hold a Career Fair. Ask them what they think a Career Fair might be or consist of. After discussing some of their ideas, bring out that in this Career Fair, they will work in groups to prepare booths or some other kinds of displays or exhibits which tell and illustrate facts about particular jobs or careers. Other people--from the class, the school, or even the community--will come to look at their displays. There will be no prizes, but they will have a chance to find out what other people think of their work.

Tell students that some general things which must be decided when planning a Career Fair include the following:

1. *When will you hold the fair?* Will it be on a weekend? after school? during a special class period? Which day or days, and which hours during those days, will the fair be open?
2. *Where will you hold the fair?* Will it be in your classroom? on the school lawn? in the school auditorium or gymnasium?
3. *Who will be invited?* Will the fair be just for people in your class? Will it be for several classes? Will it be for the whole school? Will people from outside school, such as parents and other interested community members, be invited too?
4. *How will you tell people about the fair?* Will you put up advertising posters in the school? If so, where will you get the materials for them and who will make them? Will you make an announcement at assembly or put the information in a school bulletin? How else might you tell people about the fair?
5. *What kind of displays will you have?* Talk over what kind of materials are likely to be available, how much time you will probably have to get ready for the fair, and so on. Then decide whether you want to build wooden fair booths, set up bulletin boards and big charts, have simple paper displays, or what.
6. *What other things will you do in connection with the fair?* Will you have things to eat and drink? If so, who will make them? What other "Fair jobs," such as clean-up, need to be done? Who will do them?

Write the main (italicized) questions on the board and discuss each of them with the class. The resulting Career Fair plans should be based both on the ideas of the students and on the information you have about availability of materials, interest on the part of other teachers or the principal, etc. As much as possible, the students should design the Fair themselves; however, you may need to guide them so that their plans will be practical.

When you and the class have decided on the general plans for your Career Fair, including choosing people or "committees" to be responsible for any Fair jobs such as making advertising posters, making refreshments, or cleaning up, you should write these plans and assignments down for future reference. You are now ready to have students begin work on their individual exhibits.

Exercise 2. Getting Information

Depending on the size of the group participating in the Fair preparations (a small class, a large class, several classes, etc.) and also on the abilities and preferences of your students, you may wish to have them work alone or in small groups on the Fair displays. Probably at least some of the work should be done in groups in order to reinforce group interaction skills, but part of the work, such as the research, may be done individually.

ACTIVITY 2
TEACHER SUGGESTIONS

During the group work, students should be grouped according to their interests. You might begin by grouping them according to the fifteen Career Clusters discussed in other Units--all the students interested in Health careers together, all those interested in Construction together, and so on. However, it is not recommended that a group's final exhibit attempt to cover a whole cluster. Once grouped, students should be told to agree on a single occupation or, at most a group of closely related occupations on which to concentrate for their display.

Then pass out the sheets for Exercise 2 (pp. 25-28 in this Guide), or read this material to students and write its main points on the board. This material outlines the questions which students are to research for their job displays, and also suggests ways in which they might find out this information.

Discuss students' research plans before they actually begin to work. Go over the questions on the sheets with them to make sure they understand what they are to find out. You should also discuss possible places where students might find material. If students have already done work on particular careers for other Units, remind them of it. If material (pamphlets, etc.) exists in the classroom, point it out. Tell students about other places where they might find information, such as school or public libraries. If necessary, review use of the card catalogue and other library and research skills at this time. If students plan to interview people on the job, as the book suggests, you might discuss procedures for doing this.

Even though students have been grouped for their displays, you might wish to have them do research separately. If so, you could work with the groups to assign different parts of the research to different people. For instance, if a group is doing a closely related cluster of jobs, each student could research one of the jobs in the cluster. Or, if they are doing one job, one student could do research into the daily tasks of the job while another looked into the working conditions and so on.

Depending on availability of materials and total time which can be spent on this project, you will probably want to allow at least one or two days of class time, plus homework time, for research by the groups.

EXERCISE 2. GETTING INFORMATION

For the job or career you choose, your group should find out the following things:

1. What *duties* does a person in this job have? What kinds of things does he or she do in usual work day?
2. Under what *working conditions* does this person do his job? Does he or she work inside or outside? Does he or she work mostly with the body (physical) or mostly with the mind (mental)? Does the person have to wear any special clothes to the job, and if so, what and why?
3. How much *money* does a person on this job usually make? Is the person paid by the hour, by the month, or what? What is the *range* of salaries for this job? (For instance, \$2.50-\$4.00 an hour, or \$8,000-\$10,000 a year.)
4. What *hours* does a person in this job usually work? Does the person work only during the usual business hours? Does the the person often have to put in a lot of overtime? Does the person work only during certain parts of the year or in good weather?

5. What *skills* does a person need to do this job? Must the person be able to type? run some kind of machine? be skilled with his or her hands? work with numbers?
6. What *training* does a person need to do this job? Just a high school diploma? Two years of college? four years? more? Must the person go to a special school, such as a barber school or dental hygiene school, to train for the job? Must a person work for a number of years as an apprentice or helper in order to learn the job? Must a person pass a test or get a license to get this job?
7. What are the *good* things about this job? What might make a person want to take it? Does the work seem interesting or exciting or important? Is the pay good? Are the working conditions pleasant? Is the number of jobs in this field likely to go up in the future?
8. What are the *bad* things about this job? What might steer a person away from it? Is the work not suited for certain kinds of people? Is it sometimes unpleasant or dangerous? Is it hard to get jobs in this field because there are not many openings available?

How will you get information about the job or career you have chosen?
There are many ways. Some of them are listed below. You may be able to think of others as well.

1. *Look back over your own work.* You may have looked up some information already, when you worked on other units in this program.
If you have kept your notebooks, you may be able to find information there. Other students may have some of the information you need, too. Ask them to share it with you.
2. *Look at career books and pamphlets.* Your classroom may already have a collection of these. If it doesn't, look in your school library or your community's public library. Use the card catalogue or ask the librarian for help if you don't know where to look.





3. *Talk to people who do this kind of work.* If you know any people who do this kind of work, talk to them. Ask them what kind of things they do each day, what salary they make, and so on. If you don't know anyone who does this kind of work, look in the phone book and try to find a factory or shop or other place where this kind of work is done. Call that place, explain about your project, and ask if it would be all right for you to go there and talk to some of the workers. You may also be able to get some career information from things you see in television, on advertisements and so on. But you should try to check this information by looking in other places too.

Exercise 3. Planning Your Display

When students have done research on the jobs they have chosen, pass out copies of the sheets for Exercise 3 (pp. 30-32 in this Guide) or read this material to students and write its main points on the board. This material outlines the things students should consider in planning their display. These things are grouped under three main points, as follows:

1. What kind of materials will we need for our display? Which things can we get easily?
2. How can we set up our information so that it will look interesting?
3. How ill we put our display together? Who will do what?

Discuss these points and the rest of the material with students to make sure they understand it. Then have them meet in their groups and make their plans. You should probably allow about half an hour for this. Remind the groups that they are to turn in written plans to you before going ahead with their displays.

Read over the written plans which student groups submit. Meet with groups individually and make suggestions about where they can get materials, things which they should change because they are not practical, and so on.

Groups should now be ready to prepare their displays for the Career Fair. The amount of guidance you will need to give them in this will depend on students' abilities and their previous experience in working on group projects, especially projects which require some construction. If students have done the activity "Go Fly a Kite" in Unit 9, you might wish to review this activity with them, since it also involved a group construction project. In that activity, the project was broken down into phases of design, materials gathering, building, advertising, and marketing. Something similar might be used with construction of the Fair display. In this case, however, what is being "marketed" is information, not a product. The "marketing" consists of conveying the information in a way that is interesting, attractive, and easy to understand.

You might suggest that students working on the Construction display lend their building skills (on which they would be likely to have something of a monopoly) to groups working on other displays.

EXERCISE 3. PLANNING YOUR DISPLAY

In your Career Fair, each group will make one booth or display. This display will show the information about the job (or small group of jobs) that the group has chosen.

Now that your group has the information about a job, you need to plan how you are going to display it. When you are planning, you should talk over the following things:

1. *What kind of materials do we need for our display? Which ones can we get easily?* The kind of materials you need will depend a lot on the kind of displays your class has decided to have. If you build fair booths, you will have to have wood, hammer, nails and so on. If you make a bulletin board display, you will need corkboard or heavy cardboard, thumbtacks, and probably things like scissors and construction paper too. Are these materials in your classroom already? If not, where might you get them?

2. *How can we set up our information so that it will look interesting?*

Will one of your group act out the part of someone working on the job? Do you have, or can you get, pictures showing people at work on the job you have chosen? If you can't find such pictures in magazines or newspapers, can someone in your group draw them? Can you make charts on cardboard or construction paper which will show training information, salaries or whatever in some easy-to-read way?

3. *How will we put our display together? Who will do what?*

Your group will probably want to divide up the work of putting your display together. For instance, one or two people might build the booth or put together the bulletin board; a person who is good with words might label the charts or write the reports; people who can draw well might work on pictures and lettering for the charts; still others might look for extra pictures in magazines, and so on. After you have decided who will do what, decide how long you think the work will take.



When you have finished talking over your plans and your group has agreed about what you will do, write your plans down. Your plans should show what you have decided about each of the things you have talked about so far, that is:

1. What job or jobs your display will be about
2. What kind of a display you will have
3. What materials you will need for your display and where you expect to get them (including how much they will cost, if anything)
4. How you plan to set up your material in the display (you might want to do a drawing to show this)
5. Who is going to do what in putting the display together, and how long you think it will take.

After you have written down your plan, show it to your teacher. He or she may be able to show you some things wrong with your plan (may be some materials are not as easy to get as you think they are, or making your display might take more time than you are going to have). Or your teacher may be able to help by telling you where you can get some materials or how to set up a certain kind of display that you would like to have.

After your teacher has "okayed" your plan, go ahead and build your display.

Activity 3.

The Career Fair

GOAL: To encourage students to use the information they have gathered and to apply their group interaction skills in preparing and giving a Career Fair

OBJECTIVE: Students will put on a Career Fair and will evaluate their work.

WHAT STUDENTS WILL BE ASKED TO DO

- *Hold the Career Fair for which they have prepared
- *Discuss evaluation questionnaires filled out by visitors to the Fair
- *Evaluate their work on the individual displays and on the Fair as a whole
- *Consider possible ways of improving their work
- *Prepare a report on "How to Give a Career Fair" which can be shared with future classes (optional)

PREPARING FOR CLASS

If you have access to duplicating facilities, you should duplicate one copy per student of the evaluation questions for Exercise 2, How Good Was Our Fair? (pp. 40-41 in this Guide).

You should also, before the fair takes place, duplicate as many copies as possible of the four-page Career Fair Questionnaire form (pp. 35-38 in this Guide). Ideally, each person attending the Fair should fill out at least one of these forms, so the number you want will depend on the kind of attendance you expect at the Fair.

Finally, you and your students should make any last-minute preparations which are necessary for the Fair itself (food, etc.).

Exercise 1. Putting on the Fair

In this exercise, students will actually hold the Career Fair for which they have been preparing. Help them as necessary with final set-up, clean-up afterward, etc.

You should also make arrangements for distribution and collection of the Fair Questionnaires (pp. 35-38 in this Guide). The purpose of these questionnaires is to help students evaluate their work on the Fair by showing them other people's reactions to it. If you expect the Fair to be attended by a fairly large number of people, you might have a special table or booth near the entrance where a student will give one or several questionnaires to each person as the person enters the Fair. Each questionnaire should be filled out with regard to one display. You will probably want to have a box for people to deposit the questionnaires in when they leave.

If the Fair will be attended by only your own class, students can take turns manning the booths and being "audience." Each student should have a chance to go around the room and look at other students' displays. Each student should also fill out a questionnaire regarding one of those displays. You can let students pick which display they want to write about, or you may assign them to a particular display (other than the one they worked on) to make sure that each display is "reviewed" by someone. If time permits, students may "review" more than one display. Collect the questionnaires after they have been completed.

CAREER FAIR QUESTIONNAIRE

1. What did you like best about the whole Fair?
2. What did you like least about the whole Fair?
3. Choose one exhibit or display to write about. Write here the name of the job or jobs which that exhibit described.
4. What did the display teach you about the job? After looking at the display, try to answer these questions about the job.
 - a. What does a person in that job do during a working day?

b. Under what working conditions does such a person do his or her work?

c. What earnings is a person on this job likely to make?

d. What hours is a person on this job likely to work?

e. What skills does a person need in order to do this job?

f. What education does a person need in order to do this job?

g. What are some good things about this job?

h. What are some bad things about this job?

5. What information in the display was most interesting or easiest to understand? Why?

6. What information in the display was least interesting or hardest to understand? Why?

7. What information about this job would you have liked to see, that was *not* in the display?

8. What did you like best about the display?

9. What did you like least about the display?

Exercise 2. Evaluating: How Good Was Our Fair?

The purpose of this exercise is to help students evaluate their work on the Fair and consider how it might be improved. They will consider both the actual content and display thereof and the aspects of planning, working together as a group and so on.

The first part of the evaluation should be a class discussion of the Fair as a whole. Write the following questions on the board and discuss each question with the class:

1. What did we do in planning the Fair as a whole (time, place, advertisements and so on) that worked especially well? What did we do that didn't work out so well? What might be a better way to plan these things?
2. How well did we carry out our plans? Did any things happen that we hadn't planned on? What did we do about them? What might we do better in carrying out our plans?

The second part of the evaluation is to be done by the students in their workgroups (the same groups they worked in when building their displays). After the class discussion on the Fair has been completed, tell the students to seat themselves in their workgroups. Then pass out to each workgroup the questionnaires dealing with that group's display. Also pass out copies of the evaluation questions the group is to discuss (pp. 40-41 in this Guide), or write these questions on the board. Suggest that the students pass the questionnaires around within the group or take turns reading them aloud to the group. After students have examined the questionnaires, they should discuss the evaluation questions on the sheet and make written notes of the group's answers. You should probably allow at least twenty minutes for reading and discussing the questionnaires and the evaluation questions. The exact time will depend on your students' discussion abilities and how many questionnaires there are for each group.

Finally, have students regroup themselves as a class and discuss people's reactions to individual displays and to the Fair as a whole as revealed by the questionnaires. If time permits, have the students combine the results of the class evaluation and group evaluations into some kind of report or "list of do's and don'ts for giving a Career Fair." Such a report could be read by students in future classes as a preparation for their own work on the Fair project.

EXERCISE 2. EVALUATING: HOW GOOD WAS OUR FAIR?

When your group has finished looking over the questionnaires for your display, talk over these questions as a group. Have someone in the group write down the group's answers.

1. What things about the way we found information for our display did we do well? What did we not do so well? Are there other sources of information we might have used? If so, what are they?
2. What things about the way we planned and made our display did we do well? What did we not do so well? If we were making another display, what might we do differently to plan and carry out our plans better?
3. How well did we work together as a group in planning and making our display? Did everyone have a part in the display? How might we have worked together better?
4. What information in our display did people find easiest to understand or remember? Why was that information easy to understand? (Was it done on a well-laid-out chart, for instance? Was it illustrated by interesting pictures?)
5. What information in our display did people have trouble understanding? Why did they have trouble? How might we have set this information up differently?

6. What information about the job we chose would people have liked to know, that was *not* included in our display? How might we find out this information?
7. What things about the way our display was put together did people like best?
8. What things about the way our display was put together did people like least? What might we do to change these things, if we did another display?



EVALUATION ACTIVITIES - THE CAREER FAIR

There is no "pre-test" or "post-test" for this unit since it emphasizes the application of previously acquired skills and knowledge rather than the presentation of new material. However, students will be creating a display in this unit and can be evaluated on how well they apply planning and group process skills and knowledge about careers to production of this display.

Below, you will find suggestions for such evaluation.

ACTIVITIES 1 & 2

These activities will help you find out how well students are reacting to the program as a whole. As such, they can be very useful in making decisions about continuation or revision of the program. Analyze the written responses and summarize the discussions. Save this information for comparison with other classes and years.

I. ACTIVITY 2, EXERCISE 4

As students are meeting in "interest groups" to plan their displays, you might want to (for each group) briefly observe and record on a copy of the form below the group functioning.

A. Did one or two members of the group dominate?

If so, who?

B. Was every group member encouraged to contribute?

C. Was there anyone in the group whose contributions were ignored or were not taken seriously?

Who?

Why?

D. Was there anyone in the group who did not really participate?

Who?

Why not?

E. Do you think people in the group were sensitive to each other's feelings? (Circle One)

Very

Somewhat

A little

Not At All

F. Rate the group on a scale of 1 to 5 where:

1 = members seemed to feel free to offer ideas and feelings
knowing that they would be received as attempts to help the group

5 = members seemed to be hesitant to offer ideas and feelings for
fear of being ignored or criticized

1 2 3 4 5

G. How well do you think group members listened to and responded to each other?

Most people, when talking, would respond to comments, objections, suggestions of others: (Circle One)

Most of the time

Some of the time

Hardly Ever

II. ACTIVITY 2, EXERCISE 4

Evaluate student plans: have the three questions about materials, set up, and allocation of responsibility been answered; are the plans practical and fair for each member of the group, are the plans creative; do the plans show a knowledge of resources, etc?

III. ACTIVITY 3

After the Career Fair is over, write an evaluation of how it went, with particular attention to any problems encountered and how they were dealt with. Resources or activities which worked particularly well should be noted for use in the future.